DOCUMENT RESUME

ED 037 167 HE 001 385

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TITLE An Analysis of Former New College Students' Reactions to College Experiences (Classes of 1960-1964).
INSTITUTION Hofstra Univ., Hemstead, N.Y. Office of Instructional Research.
REPORT NO R-58
PUB DATE Dec 66
NOTE 31p.

EDRS PRICE EDRS Price MF-$0.25 HC-$1.65
DESCRIPTORS *Educational Environment, *Educational Experience, *Higher Education, Instructional Innovation, Student Attitudes, Student College Relationship, *Student Opinion, *Student Reaction, Student Teacher Relationship
IDENTIFIERS *New College Hofstra University

ABSTRACT

For a study of students' reaction to the New College program, questionnaires were sent to 504 students who made up the New College entering classes of 1960-1964. There were 203 respondents to the questionnaire which consisted of: 1) a face sheet designed to obtain information regarding educational experience after New College; 2) a rating scale designed to evaluate experiences both at New College and at other colleges attended; and 3) 2 open-ended questions designed to elicit the 3 most and the 3 least valuable aspects of New College. Results indicated that 96% continued their education after New College, more than 80% at Hofstra, and 76% were still in an institution of higher learning in early 1966. Of 30% who had graduated from college, 44% had gone to graduate school. The respondents had very positive reactions to the New College faculty-student interaction. The major area of dissatisfaction was that of social and extracurricular activities. Though the respondents viewed the atmosphere as intellectually stimulating, they did not perceive any difference in the acquisition of knowledge at New College and other colleges they attended. (AF)

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AN ANALYSIS OF FORMER NEW COLLEGE STUDENTS' REACTIONS TO COLLEGE EXPERIENCES (Classes of 1960-1964)

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December, 1966

Report No. 58

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HE 001 385

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTRODUCTION

Early in 1966, the Committee for the Middle States Self-Evaluation of New College asked the Office of Instructional Research to conduct a study of students' reactions to New College. The data collected was to be used in preparing a report for the Middle States Association of Colleges and Secondary Schools. A four page questionnaire was prepared. It was mailed to the 504 students who made up the New College entering classes of 1960-1964. Two separate mailings, four weeks apart, were sent and resulted in responses from 203 individuals, or 40.3% of the five classes. A separate questionnaire was distributed in June, 1966 to all members of the New College class of 1965-1966, and an analysis of the data from it will be presented in a subsequent report.

The questionnaire reported on in the present study, consisted of three parts: 1) a face sheet designed to obtain information regarding educational experiences after New College; 2) a rating scale designed to evaluate experiences both at New College and at other colleges attended; and 3) two open-ended questions designed to elicit the three most valuable and the three least valuable aspects of New College. A detailed analysis of the material from each of these sections is the subject of the present report.

SECTION 1 - FACE SHEET

The first section of the New College Questionnaire was designed to obtain information regarding the students' educational experience after one year at New College. A total of 203 persons returned this section of the questionnaire and an analysis of this data follows.

The first question on the face sheet inquired whether or not students would have come to Hofstra even if they did not come to New College. A total of 131 (64%) respondents indicated that Hofstra would have been their choice regardless of the New College program. Sixty-four (32%) respondents indicated that New College was the primary reason for attending Hofstra and they would not have enrolled at the University if it were not for this particular program. Eight students did not respond to this question.

The second question asked whether or not students continued their education after New College.. Of the 203 responding, 194 (96%) indicated that they continued their education while four (2%) indicated they did not. Five students did not respond to this question.

TABLE 1

Current Educational Status

	N	Percent
Still Attending Hofstra (undergraduate and graduate)	111	55
Still Attending Other Institution (undergraduate and graduate)	36	18
Graduated and Not Presently Enrolled	37	18
Did Not Graduate and Not Presently Enrolled	10	5
No Information	9	4
Total	203	100

Table 1, Current Educational Status, indicates that 111 (55%) respondents were attending Hofstra and 36 (18%) were attending some institution other than Hofstra at the time of the questionnaire. Of these 147 persons, twenty-five had graduated and were currently attending graduate school.

Thirty-seven (18%) had received a baccalaureate degree and were not currently enrolled at any institution. Ten (5%) respondents had not obtained a degree and were not currently enrolled at any university. Nine individuals did not respond to this question.

TABLE 2

Current Class Year

	N	Percent
Freshman	0	0
Sophomore	11	7
Junior	51	35
Senior	60	41
Graduate Student	25	17
Total	147	100

Table 2, Current Class Year, shows that of the 147 respondents who were enrolled at some institution at the time they returned the questionnaire, none were enrolled as freshmen, 11 (7%) were sophomores, 51 (35%) were juniors and 60 (41%) were seniors. Twenty-five (17%) respondents were enrolled in graduate school.

Table 3, presenting the major fields of the respondents at the time of undergraduate studies, indicates that the largest number, 148 (73%), were enrolled in a College of Liberal Arts and Sciences. The next largest group, 24 (12%) respondents, were enrolled in a School of Education. Eleven (5%) respondents were enrolled in a School of Business. There were three respondents (1%) enrolled in programs of forestry, dentistry and nursing which were not offered at Hofstra.

It would be interesting to find out if this breakdown applies to New College students in general or is unique with the students who participated in this study. (In a study being prepared by this office, it was found that approximately 30% of the entire graduating class of June, 1966 was from the School of Education.)

From Table 3, which also breaks down the College of Arts and Sciences into its various divisions, it can be seen that 60 (30%) of the 203 respondents were enrolled in the Division of the Humanities,

TABLE 3

Distribution of Undergraduate Majors

	N	Percent
College of Arts and Sciences	148	73
Division of the Humanities	60	30
Division of Social Sciences	49	24
Division of Natural Sciences, Mathematics and Engineering	39	19
Total	148	73
School of Education	24	12
School of Business	11	5
Majors not given at Hofstra	3	1
No information	17	9
Total	203	100

49 (24%) in the Division of Social Sciences and 39 (19%) in the Division of Natural Sciences, Mathematics and Engineering.

Forty-four (71%), of the 62 respondents who graduated from an institution of higher learning completed their undergraduate requirements in three years, while thirteen (21%) graduated in four years. Five respondents indicated that it took longer than four years to complete undergraduate requirements. Of the 62 respondents who had received a baccalaureate degree from some institution, 58 (94%) graduated from Hofstra while only four had graduated from some other institution. From our findings it would appear that New College does accelerate the graduation of its students.

Information regarding graduate school attendance is limited since only 27 respondents indicated that they had attended graduate school. Most of the respondents who did attend, or are currently attending, graduate school, attended an institution other than Hofstra (19 or 70% as compared to 8 or 30% who attended Hofstra). Two students have completed graduate work at this time, with one of the degrees obtained at Hofstra.

As mentioned above, there was a 40.3% return of our mailings. All analyses in this study were based on these respondents. Although the percentage of students returning the questionnaire, "conforms to expectations," the question still remains how representative this sample is of the total population.

An analysis of the mean grade point average at New College for respondents and non-respondents shows a significant difference beyond the .001 level. The average G.P.A. for respondents was 2.49 and for non-respondents was 2.05.

An examination of the educational experience immediately after New College of the respondents and non-respondents, again shows a significant difference between the two beyond the .001 level. Ninety-two percent of the respondents went to Hofstra University from New College whereas only 76% of the non-respondents went on to Hofstra.

It may be that those who went on to Hofstra University felt a greater identification with it and would be more inclined to answer a questionnaire from the University. It is also possible that respondents, since they had a higher grade point average, were more favorably disposed to New College than non-respondents may have been.

In light of these differences between respondents and non-respondents, it should be pointed out that generalization of these findings to all former New College students should be conservatively made, if at all.

SECTION II - RATING SCALE

The two series of questions making up Part 2 of the New College questionnaire will be discussed in this section. One series of questions asked the students to rate various aspects of their college experiences at New College and at the college attended after New College on a five-point rating scale ranging from "excellent" through "average" to "very poor." The second series of questions asked students to indicate the relative presence or absence of particular aspects of college life at New

College and at the other college subsequently attended, again using a five-point rating scale. This scale ranged from a rating of "very much" present to "almost none." In considering these comparisons it should be noted that a large percentage of the respondents (92%) continued their education at Main College after completing their New College work. In view of the small number of persons who attended colleges other than Hofstra, the results were not analyzed separately for Hofstra. The results discussed below can be interpreted as essentially representing a comparison of New College and Main College.

For purposes of statistical analysis a comparison of percentages of extreme ratings is presented. All differences were tested for statistical significance at the .05 level.

Table 4 indicates the percent of respondents rating a given item as being "excellent" at New College and the percent rating this item "excellent" at the other college attended and the statistical comparison between the two percentages.

From Table 4, it can be seen that statistically significant differences were obtained on twenty-one of the twenty-four items. New College was rated significantly higher on the twenty items listed in the upper portion of the table. While the variety among these items is great, one of the most general conclusions that can be drawn from these data is that the respondents tended to be much more pleased with New College than with their other college. The respondents seemed to be particularly pleased with: (1) the relationship with the faculty, as indicated by the rapport between teachers and students, teachers' attitudes towards students, and students' attitudes towards teachers; (2) certain aspects of the academic program such as the overall caliber of teaching, the amount of class discussion, the integration of courses with each other, the intellectual atmosphere, and the honor stystem used; and (3) the individual benefits accruing from the emphasis on individual responsibility, the amount of intellectual stimulation, and the encouragement of creative activity.

Four of the items were rated as excellent at New College by 50% or more of the respondents; the amount of class discussion, the rapport between teachers and students, the teachers' attitudes towards students, and the overall caliber of teaching. In contrast the percent of respondents rating these items "excellent" at the other college was in each case under 8%.

TABLE 4

Percentage of Students Rating a Given Item as "Excellent" either at New College or at College Attended After New College.

Item	New College Percent	Other College Percent
New College Significantly Higher		
Amount of free time during the school day	27	12
Amount of work required by courses	16	8
Proportion of time devoted to lectures	18	6
Amount of class discussion	50	4
Emphasis on individual responsibility of student	44	14
Overall depth of courses	26	8
Integration of courses with each other	44	6
Amount of intellectual stimulation	45	11
Encouragement to develop efficient utilization of time	19	5
Intellectual atmosphere	35	3
Encouragement of creative activity	30	4
Number of tests and examinations	11	2
Method of proctoring tests	45	8
Quality of tests and examinations	15	3
Overall caliber of student body	14	4
Students' attitudes towards school	11	4
Students' attitudes towards teachers	35	2
Rapport between teachers and students	57	6
Teachers' attitudes towards students	52	4
Overall caliber of teaching	51	7
New College Significantly Lower		
Number of extra-curricular activities	2	17
No Significant Differences		
How were your grades?	9	16
Acquisition of factual knowledge	14	14
Maturity of student body	6	3

The one item on which New College received fewer ratings of excellent than the other college was that of the number of extra-curricular activities.

No significant differences were found on three items; those relating to how good the students' grades were, how much factual knowledge was acquired, and the maturity of the student body.

TABLE 5

Percentage of Students Rating a Given Item as "Very Much" Present Either at New College or at College Attended after New College

Item	New College Percent	Other College Percent
New College Significantly Higher		
Interchange of ideas among students	36	4
Cliquishenss and clannishness	27	13
Overall satisfaction	32	13
Amount of teacher-student interaction outside of classroom	30	5
Faculty-student discussions in class	33	1
New College Significantly Lower		
Opportunity for social activities	4	22
No Significant Differences		
Effort put into academic work by students	10	6
Cheating on proctored examinations	2	2
Cheating on un-proctored examinations	4	5
Competitiveness	15	12
Number of rules and regulations	1	4
Student use of library	13	16
Boredom in class	4	8

The second set of item ratings dealt with the students' perceptions of the presence or absence of certain aspects of college life at New College and at other colleges attended. These ratings presumably indicate awareness of particular campus characteristics rather than a reaction to them as in the first set of item ratings. Statistical comparisons between the percentage of respondents indicating an item as "very much present" at New College and at other college attended are presented in Table 5. The results for the items in Table 5 were quite different from those in Table 4. Six of the thirteen items were significantly different at New College and at other college; for one of these items New College was significantly lower.

Five items were rated as "very much present" by a significantly larger percent of students at New College than at other college attended. These items were: the interchange of ideas among students, the amount of teacher-student interaction, the number of faculty-student discussions in class, and the overall satisfaction of the students. The respondents also perceived much more cliquishness and clannishness at New College than at the other college they attended.

New College was rated lower than other college attended in the opportunity for social activities.

There were apparently no perceived differences as to the presence of very much cheating, competitiveness, rules and regulations, and the student use of the library. There were also no significant differences in the ratings of "very much present" for either the amount of effort put into academic work by students, or the amount of boredom in class, even though, as indicated earlier in the discussion, respondents were in general much more pleased with their New College experience than they were with their other college experience.

Respondents' evaluation of their college experiences were also analyzed for the "very poor" and "almost none" ratings, since several items were worded in such a way so as to make this analysis meaningful. The percentage of respondents indicating displeasure with aspects of New College were much smaller than those indicating satisfaction. Table 6 presents the results of the statistical comparison between the percent of respondents who reported certain aspects "very poor" at New College, and the percent who so reported for other college attended. The five items that were significantly different are in the top two sections of the table. For three items other college attended was rated significantly poorer, even though the percent of "very poor" rating was quite small. Although the rapport item is statistically different, the percentage of respondents is too small to warrant an interpretation of meaningful difference.

TABLE 6

Percentage of Students Rating a Given Item as "Very Poor" Either at New College or at College Attended After New College.

Item	New College Percent	Other College Percent
Other College Significantly Poorer		
Amount of class discussion	1	11
Integration of courses with each other	3	11
Rapport between teachers and students	2	5
New College Significantly Poorer		
How were your grades?	6	2
Number of extra-curricular activities	28	8
No Significant Differences		
Amount of free time during the school day	3	3
Amount of work required by courses	3	2
Proportion of time devoted to lectures	3	2
Emphasis on individual responsibility of student	2	3
Acquisition of factual knowledge	3	1
Overall depth of courses	4	3
Amount of intellectual stimulation	5	4
Encouragement to develop efficient utilization of time	7	8
Intellectual atmosphere	4	7
Encouragement of creative activity	4	7
Number of tests and examinations	2	1
Method of proctoring tests	4	3
Quality of tests and examinations	1	1
Overall caliber of student body	2	3
Maturity of student body	7	4
Students' attitudes towards school	2	2
Students' attitudes towards teachers	2	2
Teachers' attitudes towards students	2	2
Overall caliber of teaching	1	2

For two items New College was rated significantly poorer. A sizable percent of respondents (28%) was more dissatisfied with the number of extra-curricular activities at New College than at other college attended (8%). This is in line with the results reported above from the "excellent" and "very much present" ratings. Even though grades were rated significantly poorer at New College, statistically, this should not be considered a meaningful difference because of the small number of respondents involved.

TABLE 7

Percentage of Students Rating a Given Item as "Almost None" (or Almost Absent) Either at New College or at College Attended After New College.

Item	New College Percent	Other College Percent
Other College Significantly Absent		
Amount of teacher-student interaction outside of classroom	3	26
Faculty-student discussions in class	1	7
New College Significantly Absent		
Opportunity for social activities	17	1
Cheating on proctored examinations	39	17
Cheating on un-proctored examinations	38	12
Number of rules and regulations	10	5
Boredom in class	14	4
No Significant Difference		
Effort put into academic work by students	1	2
Interchange of ideas among students	1	4
Competitiveness	3	2
Cliquishness and clannishness	1	2
Overall satisfaction	5	4
Student use of library	6	3

From Table 7, which deals with the percent of students rating a given item as almost absent at either New College or other college attended, it can be seen that 7 of the 13 items are significantly different although the frequencies for many of the items are quite small. Two of the items were significantly more absent at other college attended than at New College. The amount of teacher-student interaction outside of the classroom was indicated by 26% of the respondents to be almost non-existent at other college attended but only 3% reported this for New College. Five of the items were rated absent by a significantly larger percentage of respondents at New College than at other college attended. Cheating on proctored examinations and on un-proctored examinations were both reported to be significantly less present by more respondents at New College than at other college attended. These percentages were 39% vs. 17% on proctored examinations and 38% vs. 12% on un-proctored examinations.

An examination of each of the individual items enables one to see clearly the differences between New College and other college. From this examination one would probably draw the conclusion that New College is quite successful in achieving the kinds of things that it set out to achieve. The results indicated that, while respondents were generally more satisfied with their New College experiences than with their experiences at the other college attended, the following items were not perceived to be significantly different at New College and other college attended (when both extremes are considered): acquisition of factual knowledge, maturity of student body, effort put into academic work by students, competitiveness, and student use of library.

Finally, the features that a significantly larger percentage of respondents were dissatisfied with at New College than at other college attended were the opportunity for social activities and the number of extra-curricular activities.

SECTION III OPEN-ENDED QUESTIONS

The open-ended section of the New College Questionnaire requested that students list the three most valuable and the three least valuable aspects of New College. This section contained no hints or suggestions to guide the students. In order to further maximize the spontaneity of the responses, the questionnaire was arranged so that the open-ended section preceded the rating scale section. It was felt that this procedure would minimize the possibility of the responses being influenced by the rating scale items.

One hundred and ninety-nine students of the 203 who returned the questionnaire responded to the open-ended section. There were 187 students who listed both most valuable and least valuable aspects of New College. Seven respondents listed only aspects they judged to be most valuable and, five listed only aspects judged to be least valuable. This gives a total of 194 respondents who mentioned most valuable aspects and a total of 192 respondents who mentioned least valuable aspects.

For the purpose of analysis, the responses in the open-ended section were grouped into twenty categories, each with several subcategories. Subcategories as well as major categories were established because this enabled a more detailed analysis of the features that respondents considered most valuable or least valuable.

Frequency of mention of items in a particular category or subcategory was used as the response measure throughout this section. By this is meant the number of respondents who mentioned an item that could be placed in a particular major category or subcategory. In this way the total number of respondents in any given major category could not exceed the total number of respondents completing either the most valuable (194) or least valuable (192) question. It also means that the total frequency for the subcategories under a given category may exceed the frequency for the category since a respondent may list several discrete features of a given category. He would be counted as one respondent in the major category table and as several respondents in the subcategory table. All percentages in the following discussion refer to the number of respondents and not the number of responses and are taken of the total number of respondents (194 for most valuable aspects and 192 for least valuable aspects).

Most Valuable Aspects

The 194 students who listed most valuable aspects gave a total of 589 discrete responses for an average of 3.0 responses.

The ten categories within which all respondents listing most valuable aspects were included are presented in Table 8. Tables 9 through 14 present the subcategory breakdown of these categories. In the accompanying text, we shall discuss each of the categories in detail, and illustrations taken from the questionnaires will be used to clarify the tables whenever necessary.

TABLE 8

Categories of Most Valuable Aspects at New College and the Number of Respondents Making At Least One Response in Each Category

Categories of Responses	Number of Respondents	Percent (of 194)
Faculty Related Aspects	169	87
General Scope of Academic Program	93	48.
Courses	72	37
Morning Program	59	30
Schedules, Procedures, and Regulations	40	21
Student Related Aspects	37	19
Climate	37	19
Afternoon Program	27	14
Mention of a Specific Course	10	5
Unclassified Satisfaction	10	5
Total	554[a]	a

[a]Does not add up to 194 respondents or 100 percent because the responses of most individuals fell into more than one category.

From Table 8, it can be seen that items in the category Faculty Related Aspects were judged to be most valuable at New College by the greatest proportion of respondents. Items relating to the faculty were mentioned by 169 or 87% of the 194 respondents. The next most frequently listed items came under the category of General Scope of Academic Program. Items

in this category were listed by 48% of the 194 respondents. It is interesting to note that the percentage expressing satisfaction with the Morning Program was more than double the percentage expressing satisfaction with the Afternoon Program.

TABLE 9

Subcategories Under Faculty Related Aspects and that Number of Respondents Making Responses in Each

	Number of Respondents	Percent (of 194)
Close Student - Faculty Relationship	114	59
Academic Excellence of Faculty	46	24
Other	10	5
Total	170[a]	

[a] Does not add up to 169 (as in Table 8) because the responses of some individuals fell into more than one category.

Faculty Related Aspects

An overwhelming percentage of individuals (87% of the 194 respondents) indicated aspects related to the faculty of New College as most valuable. One hundred and sixty-nine respondents made 170 references to various features of the faculty. As can be seen from Table 9, there were 114, or about two thirds, of the 170 respondents who listed the Close Student - Faculty Relationship. They indicated that the "rapport between the faculty and the student," the "availability of the faculty for consultation," and the "student - teacher conferences" were among the most valuable aspects of New College. Forty-six respondents mentioned the academic excellence of the faculty, and ten cited other faculty - related items.

General Scope of Academic Program

Ninety-three individuals (48% of the 194 who responded to this part of the open-ended section) gave a total of 105 discrete responses that fell into the subcategories under "General Scope of Academic Program."

TABLE 10

Subcategories Under General Scope of Academic Program and the Number of Respondents Making Responses in Each

	Number of Respondents	Percent (of 194)
Concentration of Courses	39	20
Possibility for Extra Courses	27	14
Ability to Graduate in Three Years	20	10
Emphasis on Concepts vs. Facts	14	7
Broad Program	5	3
Total	105[a]	

[a]Does not add up to 92 (as in Table 8) because the responses of some individuals fell into more than one subcategory.

From Table 10, it can be seen that the largest number of these respondents indicated that the "Concentration of Courses," and the "Possibility for Extra Credit" were in their judgement, most valuable aspects of New College. The fact that the New College academic program made it possible for a student to graduate from college in three years accounted for 20 responses in this category.

Courses

There were 72 (37%) respondents who gave 83 responses in the subcategories under Courses. From the data presented in Table 11, it can be seen that the number of respondents judging the "Integration of all Courses" given at New College and the "Order and Method of Course Presentation" as valuable

TABLE 11

Subcategories Under Courses and the Number of Respondents Making Responses in Each

	Number of Respondents	Percent (of 194)
Integration of Courses	26	13
Order and Method of Course Presentation	22	11
Good Courses	19	10
Emphasis on Writing	9	5
Concentration in Liberal Arts	7	4
Total	83[a]	

[a]Does not add up to 72 (as in Table 8) because the responses of some individuals fell into more than one subcategory.

aspects represented in each case, almost one-third of the total respondents in this category.

In addition to mentioning the courses in general as a most valuable aspect of New College, specific courses were listed as being most valuable aspects by 10 respondents (see Table 8) who gave 13 responses. For example, the Theatre Arts Course was mentioned by four respondents, the Science Course by three, and Art History, Mathematics, and Social Science by one each.

Morning and Afternoon Program

The various features of the Morning Program were listed 64 times as a most valuable aspect of New College by 59 (30%) of the respondents. Specifically mentioned by 43 of the respondents as an outstanding feature of the Morning Program was the "Discussion Groups." The "Concentration of Courses" during the morning was considered valuable by 11 respondents.

TABLE 12

Subcategories Under Morning and Afternoon Programs and the Number of Respondents Making Responses in Each

	Number of Respondents	Percent (of 194)
Morning Program		
Discussion Groups	43	22
Concentration of Courses	11	6
Satisfaction with Morning Program	10	5
Total	64[a]	
Afternoon Program		
Small Size of Afternoon Classes	13	7
Afternoon Concentration	9	5
Satisfaction with Afternoon Program	6	3
Total	28[a]	

[a]Does not add up to 59 or 27 (as in Table 8) because the responses of some individuals fell into more than one subcategory.

Compared to the 64 responses relating to the program in the morning, the Afternoon Program was listed only 28 times as a most valuable aspect of New College. From the data in Table 12, it can be seen that almost half of the respondents who mentioned this category indicated satisfaction with the "Small Size of the Afternoon Classes."

TABLE 13

Subcategories Under Schedules, Procedures, and Regulations and the Number of Respondents Making Responses in Each

	Number of Respondents	Percent (of 194)
Daily Schedules	17	9
Procedures and Regulations	15	8
Weekly and Annual Schedules	10	5
Total	42[a]	

[a] Does not add up to 40 (as in Table 8) because the responses of some individuals fell into more than one subcategory.

Schedules, Procedures, and Regulations

The Schedules, Procedures, and Regulations at New College were considered valuable by 21% of the individuals responding. As shown in Table 13, these 40 respondents listed 42 items in this category. Satisfaction was expressed with the schedules; daily, weekly and annual. In commenting on what they liked about the procedures and regulations, several students mentioned "unproctored exams" and the "testing program."

Climate

There was a small group of students, 37 (19%), who felt that the Climate at New College was a most valuable aspect. Among the responses included in this classification were: "satisfaction with informal atmosphere" and "encouragement of individualism."

Student Related Aspects

Nineteen percent (37 individuals) of those responding

to this section of the questionnaire indicated that they considered the student body to be a valuable aspect of New College. It was the student body generally, and the personal characteristics of students specifically, that the respondents made most references to. Some students wrote that it was the "small student body," the "friendly attitude of the students," and the "good student-student relationships" that they considered among the most valuable aspects of New College.

Unclassified Satisfaction

Ten persons gave responses that did not fit into any specific category but did, nevertheless, reflect satisfaction with New College. The following is a sampling of what they felt was valuable: "centralized facilities," "I don't know how best to say -- New College gives you room," and "we always knew where we had been and where we were at the time, and where we were going in our journey towards knowledge."

Least Valuable Aspects

The ten categories within which all respondents listing least valuable aspects were included are presented in Table 14. Tables 15 through 21 present the breakdown of these categories into subcategories. As we did in the previous section, we shall discuss each of the categories in detail in the accompanying text, and, once again, illustrations taken from the questionnaires will be used to clarify the tables whenever necessary. Although some of the categories have the same heading under both the least valuable and most valuble aspects, the items included in each are in many instances different. In those categories where the items included are similar, comparisons across most valuable and least valuable will be pointed up.

The 192 individuals who responded to this section of the questionnaire listed a total of 504 discrete items for an average of 2.6 least valuable responses per person, compared to the average of 3.0 most valuable responses per person.

From Table 14, it can be seen that the Social and Academic Climate was judged to be a least valuable aspect of New College by the greatest proportion of respondents. Items related to this category were mentioned by almost 50% of the respondents. The next most frequently listed items came under the category of Schedules, Procedures and Regulations.

TABLE 14

Categories of Least Valuable Aspects at New College and the Number of Respondents Making at Least One Response in Each Category

Categories of Responses	Number of Respondents	Percent (of 192)
Social and Academic Climate	95	50
Schedules, Procedures and Regulations	68	35
Unclassified Dissatisfaction	61	32
General Scope of Academic Program	60	31
Courses	44	23
Morning Program	41	21
Student Related Aspects	37	19
Specific Courses	32	16
Faculty Related Aspects	25	13
Afternoon Program	16	8
Total	479[a]	a

[a]This column does not add up to 192 respondents or 100 percent because the responses of most individuals fell into more than one category.

Social and Academic Climate

Ninety-five or 50% of the individuals who listed least valuable aspects made 97 references to various features of the category labeled Social and Academic Climate. As can be seen from Table 15, two-thirds of these respondents were

TABLE 15

Subcategories Under Social and Academic Climate and the Number of Respondents in Each

	Number of Respondents	Percent (of 192)
Separation from Activities and Social Life at Main College	64	33
Lack of Extra Curricular Activity	14	7
Dissatisfaction with Academic Climate	10	5
Lack of Social Activity at New College	9	5
Total	97[a]	

[a]Does not add up to 95 (Table 14) because the responses of some individuals fell into more than one subcategory.

specifically critical of the fact that New College was separated from the activities and the social life at Main College.

In contrast to the large number who were apparantly disenchanted with the social climate at New College, only 10 (5%) respondents indicated that they felt the academic climate was a least valuable aspect of the school.

Schedules, Procedures and Regulations

The Schedules, Procedures and Regulations at New College were considered a least valuable aspect by 68 (35%) of the 192 respondents. These individuals gave a total of 70 discrete responses that fell into the subcategories under this category.

TABLE 16

Subcategories Under Schedules, Procedures and Regulations and the Number of Respondents in Each

	Number of Respondents	Percent (of 192)
Dissatisfaction with Procedures and Regulations	31	16
Dissatisfaction with Daily Schedule	29	15
Dissatisfaction with Annual Schedule	6	3
Dissatisfaction with Weekly Schedule	4	2
Total	70[a]	

[a]Does not add up to 68 (Table 14) because the responses of some individuals fell into more than one subcategory.

From the data presented in Table 16, it can be seen that 31 respondents were dissatisfied with some aspect of the procedures and regulations. Of these, fifteen singled out the testing program for crticicism. There were 29 respondents who were dissatisfied with the daily schedule. Most often mentioned by this group was "too much free time between the morning and afternoon classes."

A comparison of the number of respondents who considered this category to be a most valuable aspect (Table 13) with those who considered it to be a least valuable aspect (Table 16) shows that only 40 (21%) respondents were pleased with the Schedules, Regulations and Procedures, whereas 68 (35%) were displeased with this aspect of New College. There were 17 (9%) respondents who were satisfied with the Daily Schedule compared to 29 (15%) who were dissatisfied with this feature of the school.

General Scope of Academic Program

There were 60 (31%) respondents who expressed negative attitudes toward the General Scope of the Academic Program

TABLE 17

Subcategories Under General Scope of Academic Program and the Number of Respondents in Each

	Number of Respondents	Percent (of 192)
Lack of Academic Integration with Main College	33	17
Program Too Narrow and Limited	23	12
Other	10	5
Total	66[a]	

[a]Does not add up to 60 (Table 14) because the responses of some individuals fell into more than one subcategory.

at New College. As shown in Table 17, these individuals gave 66 discrete responses that fell into subcategories under this category. Half of this group indicated that the "poor integration of New College and Main College courses and credits" was a least valuable aspect of the school, and about one-third felt that the program was "too narrow and limited."

Courses

Courses at New College were criticized by 23% (44) of the respondents. From Table 18, it can be seen that these individuals made 51 references to various features of this category. Twenty-six respondents, the largest group in this category, mentioned the "Shallowness of the Courses." Included in the "Other" item in this category were such comments as "needless courses," "had to take courses you did not wish to take," and "too much reading required for each course."

There were 32 (16%) respondents who expressed dissatisfaction with specific courses (see Table 14). Although this number is small, it is interesting to note that most of this criticism was leveled at the Math and Science courses. One-fourth of the respondents in this category were critical of either the one or the other of these courses. The main objection to the Science course was that it was "inadequate for a science major,"

TABLE 18

Subcategories Under Courses and the Number of Respondents in Each

	Number of Respondents	Percent (of 192)
Shallowness of Courses	26	14
Limited Selection of Courses	9	5
Short Exposure to Some Courses	9	5
Other	7	4
Total	51[a]	

[a]Does not add up to 44 (Table 14) because the responses of some individuals fell into more than one subcategory.

while the major objection to the Math course was that it was "much too difficult."

Morning and Afternoon Program

There were 47 discrete responses given by 41 (21%) respondents indicating that various features of the Morning Program were a least valuable aspect of the school. In Table 19, it can be seen that the "Superficial Treatment of Subject Matter" was criticized most frequently and the "Dissatisfaction with Formal Discussion Group" was mentioned by the next largest number of respondents. It is interesting to note that while 7% of the respondents said they were dissatisfied with the discussion groups, there were 22% (see Table 12, above) who were satisfied with them.

The afternoon courses were the subject of criticism by sixteen individuals (8%) who responded 16 times to this category. Almost three-fourths of these respondents indicated dissatisfaction with the "limited variety of the afternoon courses," while the remainder were critical of the afternoon courses

TABLE 19

Subcategories Under Morning and Afternoon Programs and the Number of Respondents In Each.

	Number of Respondents	Percent (of 192)
Morning Program		
Superficial Treatment of Subject Matter	15	8
Dissatisfaction with Formal Discussion Groups	13	7
Limited Choice	9	5
Length of Lecture	6	3
Other	4	2
Total	47[a]	
Afternoon Program		
Limited Selection	11	6
Other	5	3
Total	16	

[a]Does not add up to 41 (Table 14) because the responses of some respondents fell into more than one subcategory.

for such reasons as "unnecessary courses" or "class too small--no scope of opinion." The percentage expressing dissatisfaction with the Morning Program was almost three times the percentage expressing dissatisfaction with the Afternoon Program.

TABLE 20

Subcategories Under Student Related Aspects and the Number of Respondents in Each

	Number of Respondents	Percent (of 192)
Dissatisfaction with Personal Characteristics	26	14
Dissatisfaction with General Characteristics	8	4
Dissatisfaction with Academic Characteristics	5	3
Total	39[a]	

[a]Does not add up to 37 (Table 14) because the responses of some individuals fell into more than one subcategory.

TABLE 21

Subcategories Under Faculty Related Aspects and the Number of Respondents in Each

	Number of Respondents	Percent (of 192)
Dissatisfaction with Academic Characteristics	10	5
Dissatisfaction with Personal Characteristics	9	5
Dissatisfaction with General Characteristics	6	3
Total	25	

Student and Faculty Related Aspects

The respondents who listed least valuable aspects of New College were more dissatisfied with the student body than with the faculty. This is indicated by the data in Table 14 which shows that 25 or 13% of the respondents listed the faculty as a least valuable aspect, whereas, 37 or 19% listed the students as such.

Table 20, "Student Related Aspects," shows that the personal characteristics of the New College student body accounted for the largest number of responses (26) in this category. Among the characteristics mentioned were "cliquishness of students," and "immaturity of students." As shown in Table 21, the majority of responses critical of the faculty referred to academic characteristics. Respondents wrote that they were dissatisfied with the "limited number of Professors which of necessity limited ideas and teaching techniques," with the "ability of some of the teachers to teach," and with the fact that the "instructors seemed bored by teaching the same subject so many times in short periods."

A comparison of the percentage of respondents indicating satisfaction or dissatisfaction with these aspects is interesting. Whereas approximately the same percentage of respondents were either satisfied or dissatisfied with student related aspects, there was a great difference in the percentage of respondents who were satisfied or dissatisfied with faculty related aspects. Eighty-seven percent of the respondents indicated the faculty to be a most valuable aspect while 13% of the respondents indicated that this was a least valuable aspect. Apparently everyone mentioned aspects related to the faculty, and the vote was almost seven to one in their favor.

Unclassified Dissatisfaction

A comparatively large group of respondents, 61 (32%) listed least valuable aspects of New College that were of such a nature that classification into specific categories was not possible. These respondents singled out such things as "no orientation program, "admission criteria too low," and "program lacked value," as aspects of New College that they felt were among the least valuable at the school.

SECTION IV - SUMMARY AND CONCLUSIONS

A four-page questionnaire was prepared by the Office of Instructional Research in the Fall of 1965. The questionnaire, designed to elicit students' reactions to New College, was mailed

to all former New College students in March, 1966. Two mailings resulted in responses from 203 individuals. This represents 40% of the 504 students who entered New College during the years 1960-1964.

Of the 203 respondents, 194 (96%) continued their education after New College, more than 80% of them at Hofstra. There were 147 (76%) respondents still in attendance at an institution of higher learning (both graduate and undergraduate) at the time of the questionnaire. Of those currently enrolled, 111 (76%) were in attendance at Hofstra (104 undergraduates and 7 graduate students). A total of 25 (17%) were in graduate school.

Sixty-two (30%) of all respondents had graduated from college; 58 (94%) from Hofstra, and 4 (6%) from other schools. Of the 62, there were 27 (44%) who went on to graduate school and despite the short span of time, 2 (7%) have already received their Master's degrees. Only 5% of the respondents who continued their education after New College dropped out before graduating.

For their undergraduate studies; 73% of all the respondents enrolled in a College of Liberal Arts and Sciences, 12% in a School of Education, and 5% in a School of Business after completing New College.

The analysis of the results of the present study shows that New College students reported that they were generally pleased with their experiences at New College. They reported that they had positive reactions to the faculty at New College, the faculty-student interaction and rapport, the amount of discussion and interchange of ideas, and to a number of specific aspects of the program.

Among the most positive reactions of the respondents was that to the New College faculty and to the faculty-student interaction. The respondents expressed the opinion that the New College faculty was of high caliber. In addition, they praised the attitudes of faculty members towards students and the close rapport between the faculty and the students. They were also very positive about the amount of interaction that occurred between faculty and students outside of the classroom. In contrast, the respondents reacted less favorably to these aspects at the other colleges attended.

There was also general satisfaction with the amount of discussion and interchange of ideas at New College. It was praised for the amount of discussion in class between students and faculty members and for the interchange of ideas among students. According to the responses in the present study,

the students reported that there was a definite intellectual atmosphere at New College.

Among the specific aspects of the New College program that were favorably mentioned were the integration of courses, the concentration of courses, the method of proctoring tests, the emphasis on individual responsibility, and the encouragement of creative activitiy.

The major area of displeasure or dissatisfaction was that of social and extra-curricular activities. The responses of the students indicated that they experienced a definite lack of social and extra-curricular activities. Many of the respondents listed some aspect of the social climate as the least valuable feature of New College, and mention of separation from the activities and social life at Main College occurred quite often. New College was rated significantly lower than the other college attended in the opportunity for social and extra-curricular activities.

Among the specific characteristics of New College that were criticized were the following: lapse of time between morning and afternoon classes, the testing program, and the difficulty of the transition from New College to Main College. The academic program was criticized by some students for being too narrow and limited, and some of the courses were criticized as being too shallow.

It should also be pointed out that although the respondents viewed the New College atmosphere as intellectually stimulating and the faculty as being significantly above average, they did not perceive any difference in the acquisition of factual knowledge at New College and at the college they later attended.